



Pupil premium grant report

Leaders Responsible for Pupil Premium Budget & Expenditure

- Miss Ellie Frost (Assistant Headteacher in charge of pupil premium)
- Mr Andy George (Headteacher)
- Mrs Rebekah Green (Deputy Headteacher)
- Mrs Sandy Blackledge (Named inclusion governor)

Number of pupils & pupil premium grant (PPG) received

The national average of children who are in receipt of pupil premium funding in mainstream schools is around 15%. This national figure has continued to drop. At Loughton School we typically have less than the national average, and this has also dropped again this year to 14.2%

Total number of pupils on roll	481
Total number of pupils eligible for PPG	68 (14.2%)
Amount PPG received per pupil	£1320
Amount PPG received per service child	£300
Total amount of PPG expected	£86,400
Total amount of PPG received <i>(Note: 60xPP and 2x service in Autumn term increased to 65xPP and 2x service in Spring term and increased to 68xPP and 2x service in Summer term)</i>	£89,680

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

In the academic year 2018-2019 we have 68 children on role who are in receipt of pupil premium funding. This has dropped from 68 in the previous year. The breakdown per year group is as below:

Year group	PP children	Non-PP children	Percentage of PP children (to nearest 1dp)
3	18	102	15%
4	13	107	10.8%
5	19	103	15.7%
6	18	102	15%
Whole School	68	414	14.2%

The spending objectives for this academic year remain the same to echo the success of the previous academic year.

Spending Objectives for 2018-2019

1. For all pupils to make good progress from their starting points
2. To continue to close the attainment (narrow the gap) of PP children compared to non PP children at Loughton School
3. To continue to close the attainment (narrow the gap) of PP children compared to national data.
4. Identify and support areas of academic development for those pupils across the school who are PP and also middle previous attainment at Key Stage 1 as per our school development plan priority
5. Provide a holistic approach to improve the engagement of PP children and their families in their learning and remove barriers to learning
6. For attendance for PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%)

Record of PPG spending by resource 2018-2019

Resource	Cost	Aims and desired impact	Outcomes/impact
Provision mapping software	£0 from the PP budget as full cost of £795 was covered by IT & SEN budgets	By using this new software, we will be able to track more successfully the quantity and quality of interventions taking place. We will be able to consider the impact that the intervention has had on individuals/groups of children and use this to inform future interventions.	We have been able to more easily keep a track of which interventions are successful and share outcomes in a more timely manner with staff
Online Free School Meals (OFSM) software	£550	To feel confident that we have identified all of our eligible disadvantaged pupils. The process will make applying easier for our parents/carers and hopefully, in turn, lead to increased funding for the school to be able to improve this group of pupils. This software came recommended from a local school within our SPP partnership.	As of start of summer 1 the software has identified 1 additional pupil who we were otherwise unaware would fall into this category. It has been challenging to get the appropriate information from parents despite an incentive to fill in our simple form (only a 10% response rate). As of next year, the details required will be asked for as part of the year 3 induction pack. We are now aware to monitor this child's progress and attainment and consider any support needed. We will continue to buy into the software.
SPP external review focusing on PP	£0 from PP budget as full cost of SPP training taken from our CPD budget	2x members of SLT from local partnership schools came in to and work with our SLT and staff to identify any areas of improvement specifically for our PP children. They provided the school with a written report to refer to and a further 2x members of SLT from differing local schools also delivered an	Useful feedback from the review was provided which we were able to consider as part of our ongoing action plan for vulnerable groups. Immediate impact of this has been gaining better joined up thinking between teachers and support staff regarding our PP children. We had our final follow up

		improvement workshop working with the staff during staff meeting time to consider ways of further supporting these children as part of the follow up process.	review in summer 2 to evaluate successes and further determine SDP priorities with regards to our PP children for the next academic year.
2x Learning Mentors (25% salary reflected)	£9,250	<p>Once again this year we will continue to use part of our PP budget to invest in our learning mentors whereby a proportion of their time is spent supporting those children on the pupil premium register. They are valued by both school leaders and families in equal measure. They support with many aspects of family life, but with a clear expectation that their role should help to improve attendance and punctuality of persistent absentees. They both work closely with the deputy head and PP leader in supporting these children and their families with getting their children to school and on time.</p> <p>They are able to work alongside children in class or have 1:1 sessions with them helping them to improve their school life or working socially with them.</p> <p>They will also continue to work alongside some of our families providing them with the emotional support they need.</p>	<p>Learning mentors have monitored persistent absence and lates of children. They have provided the SLT information about any child whose attendance is close to or falls below national average. 23 of our PP children (34%) as of the start of the summer term have been sent a letter regarding their attendance from the headteacher. We continued to monitor this group closely for the summer term.</p> <p>They have continued to work in class alongside children or deliver sessions as required. More detail about this can be seen in the provision mapping software.</p> <p>Although the % attendance of our PP children has increased since the end of the Autumn term (from 93.9% to 94.2%), this is still lower than our whole school attendance and so will need a further focus next academic year.</p>
Assistant head leading PP (part salary reflected)	£2,600	Replicating the spend of last year, a member of the senior leadership team will have the responsibility for pupil premium funding including; co-ordinating provision for PP children, monitoring, evaluating, quality assuring, measuring impact and reporting to governors. She will work alongside the headteacher and named governor to agree spending of the PPG to make the best impact on attainment and progress whilst still ensuring that all PP children have the chance for extra-curricular activities.	The inclusion team have held termly meetings to consider the challenges and successes each term. Monitoring and reporting on this group of pupils happens frequently.
Pupil premium CDP	£395 to attend National Pupil Premium Conference July 2019	The member of staff who leads on PP has not been to the annual conference for a few years and it would be good to hear the current thinking in light of the new ofsted framework which will be introduced in September.	The national PP conference on 10.7.19 provided up to date information from some knowledgeable keynote speakers which will help to consider the strategic approach and how to spend the funding effectively for this vulnerable

			group for the following academic year.
Targeted interventions	£20,000 from PP budget	Interventions are run by management, HLTAs, SCTAs, and LSAs. The inclusion team (DH, AH and SENDCo) keep an ongoing provision map for costings and are aware how much is spent from the PP budget for each intervention group and how many PP children are part of each group.	We have spent over £20,000 each term on our PP children. Part of this funding is paid for from the SEN budget. See provision mapping for impact.
Year 5 & 6 small maths group x 2 (AC & EF)	£6,511 (50% salary reflected) + £18,500 (part salary reflected) Group sizes of 12 children or fewer	All children will have maths with a class teacher and additional LSAs in the class supporting. By employing 2x additional teachers who will teach a small group of year 5 and 6 children who cannot keep up with the pace of the whole class maths mastery lessons, it will also help to reduce class sizes for all for maths. The maximum number of children in a maths class in UKS2 will be 24.	The children in these groups made good progress from their starting points. One of the PP children in the lowest of the two booster groups passed his KS2 maths SATs. This was a great success.
Year 3 & 4 small maths groups x 2 (JG)	£6,238 (50% salary reflected) Group sizes of 8 or fewer	All children will have maths with a class teacher and additional adult in the class supporting. By employing an additional HLTA who will teach a small group of children in year 3 and one in year 4 who need to access the learning at a slower pace it will slightly reduce class sizes for all in LKS2 for maths. This is an essential time for children when they start with us to 'get the basics'	Due to long term staff absence these groups have not run as desired.
4x maths intervention LSAs – 1 per year group	£24,000 (part salary for each reflected)	In each year group we have 4 LSAs to run immediate 'catch up' intervention which is available for those who need it. As approved by governors, this year we will extend this into year 6. Each LSA is based in a class to support in maths and then carry out intervention 3 times weekly. Although all of them will support PP children, 1 LSA from each year group is funded from the pupil premium budget.	Vulnerable groups such as pupil premium children were able to complete additional maths within school hours to help consolidate their learning with the support that they do not always receive at home. The children taken for 'catch up, keep up' intervention are tracked and monitored and we prioritise access for our PP children with low attainment. Further information can be seen on our provision maps.
Cost of HLTA curriculum specialist for 25 hours.	£21,761	The HLTA curriculum specialist was originally hired last year from the PP budget to free up teachers time for their own targeted tuition. Last year this was solely for our year 5 and 6	Previously we have allocated £9,000 for year 6 tuition in the spring term leading up to SATs. We have been able to offer the tuition much earlier and to the whole school preventing

		<p>teaching staff. This year, from the spring term onwards, all teachers will be given 30 minutes tuition time within the school day per week. These will be children not on track to make expected progress and they will be able to receive 1-2-1 or small group interventions in maths, writing or reading in order to help them make better progress before the end of the academic year. These are carried out by their own class teachers who are aware of the gaps and have a good working relationship with the children. The children taken for 'catch up, keep up' tuition are tracked and monitored and we prioritise access for our PP (and SEN) children with low attainment.</p>	<p>narrowed focus. Identified children are offered tuition in order to achieve expected or more than expected progress from KS1 to current teacher assessment. There is a large focus for these to be PP children as this links with our SDP focus. There have been many success stories for the PP children who have taken part in additional tuition.</p>
<p>Enrichment opportunities - a wider selection of extra-curricular clubs offered</p>	<p>£0 from PP budget as this is claimed as part of our existing SCTA salary and supply budget.</p> <p>Autumn term (23 days)</p> <p>Spring term (23 days)</p> <p>Summer term (27.5 days)</p>	<p>Last year, the majority of our clubs were run by SSG meaning we had to pass on the cost of this external provider to our parents. To try to ensure the clubs we provide remain free where possible whilst also acknowledging the impact on staff's time, we have introduced club days as an incentive and thank you for any staff who run a termly club which has meant that we are able to provide more free clubs for our children. A proportion of these clubs will be targeting particular groups of children – including PP.</p>	<p>In contrast to last year, in the Autumn term we provided 28 clubs (all free). In the Spring term we provided 30 clubs (29 of these are free). In the Summer term we provided a further 40 clubs (all free).</p> <p>20 PP children (28.6%) attended at least 1 club throughout the year in 2017-18. In the Autumn term 2018-19 alone, 19 (out of 60) PP children (31.7%) have attended at least 1 club. In the Spring term this increased to 30 (out of 67) PP children attending at least 1 club (44.8%). By the end of the year in the Summer term, 46PP children had taken part in at least 1 club (70%). This is a fantastic success and therefore the push on extra-curricular activities will continue next year.</p> <p>The greater impact of this is that this has played a part in reinforcing our Loughton family feel among our staff - some non-teaching members of staff (office team, HLTAs and LSAs) have also run a club.</p>
<p>Enhancing opportunities and</p>	<p>£1500</p>	<p>As part of our PP policy, we ensure we off a subsidy off the cost of music tuition, residentials</p>	<p>Families of children eligible for PP funding have already had support with paying for</p>

providing enrichment		<p>and trips. This is to remove part of the potential cost barrier for additional educational activities. Children are able to learn a new skill or continue playing an instrument they had been learning. The children take part in competitions in MK and showcase their talents to staff, governors, parents and peers. This raises their self-esteem. The residential enable the children to learn new skills and challenge themselves in difficult situations. It allows them to build up a good relationship with key adults.</p> <p>The trips enhance the curriculum the children are learning about.</p>	<p>educational residentials and day trips. In the Autumn term these include: Germany, Kingswood, Caldecotte, Whipsnade Zoo, Verulamium museum, Space Centre and Bletchley Park. In the Spring term these included: Hinduism workshop and Young Voices for choir. In the Summer term: Think Tank museum visit, Rushmere Park, Tower of London.</p> <p>Once again we have continued to support the learning of musical instruments.</p>
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Total spend: **£111,305**

We will continue to spend above our PPG allowance on improving the teaching and learning for socially disadvantaged pupils at our school.

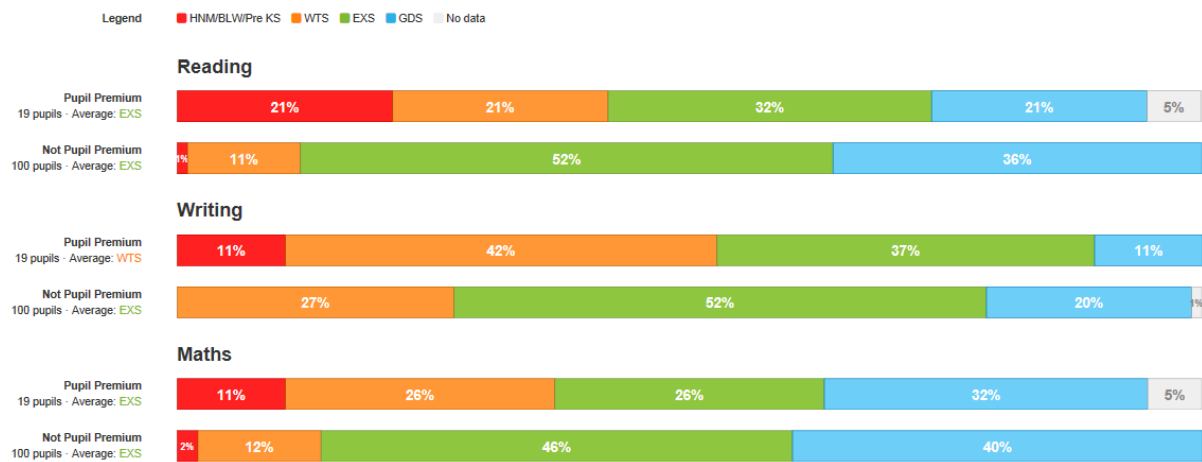
Measuring the impact of the Pupil Premium:

- School leaders and middle managers are all aware of the gaps in attainment and progress between their Pupil Premium pupils and the remainder of each cohort, and have been involved in analysing these gaps for different groups, years and subjects. They are confident that they have accurately identified needs, tracked the progress of Pupil Premium pupils and monitored the spending of the Pupil Premium grant.
- A comprehensive range of strategies designed to evaluate the impact of Pupil Premium grant spending has been utilised. These include a combination of 'hard' and 'soft' data; the former informed by measuring academic performance, behaviour and attendance and the latter through measures such as individual case studies, parental surveys, pupil voice activities and discussion with teachers.
- Every teacher (and now support staff member) knows which of their pupils are eligible for the Pupil Premium and what is expected of them.
- Pupil progress meetings (usually termly) informed by data, involve all key staff. Year leaders are involved in each of these meetings for their year team so that they have a full overview of the Pupil Premium pupils in their year group.
- Comprehensive data analysis and tracking is supported by 'insight' our assessment system.
- Governors have a deep understanding and influence as to how and why the funding is being allocated at a strategic level, and what impact it is having and they had the report from our SPP external review.
- Learning walks and work scrutiny ensure that Pupil Premium students are receiving and gaining from all the necessary support through teaching, learning support and feed-back.
- All staff have high expectations of all children.

Evidence of impact

End of KS2 year 6 attainment data

	% of PP children who met age related expectations and above based on KS2 SATs	% of whole school children who met age related expectations and above based on KS2 SATs	% national average
Reading	53%	82%	73%
Writing	48%	68%	78%
Maths	58%	82%	79%
SPaG		81%	78%
R/W/M combined	42%	62%	65%



Combined Attainment

